



## Staffordshire County Council – Codsall High Federation of Schools General Risk Assessment Record Form

1. **Section/Service/Team**...All Stake holders (students, staff, visitors, governors) ..... 2. **Assessor(s)**.....Neil Eveson.

2. Description of Task/Activity/Area/Premises etc. ...**Corona Virus – Risk Assessment. Delivering Education during the COVID-19 Pandemic from March 2021. (Updated March 2020)**

“The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families. In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics’ analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults”. Department of Education Guidance 28<sup>th</sup> August 2020.

Main Changes since guidance last updated: 16<sup>th</sup> March 21

- Face Coverings
- Transport
- Attendance – Self Isolating & Shielding
- Workforce – Staff who are extremely vulnerable
- Process in the event of local outbreaks
- Clinically Extremely Vulnerable Pupils
- Schools accountability
- Remote Education

**System of Controls**

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the following sections.

**Prevention**

You must always:

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
2. Ensure face coverings are used in recommended circumstances.
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Consider how to minimise contact across the site and maintain social distancing wherever possible.
7. Keep occupied spaces well ventilated.

In specific circumstances:

8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
9. Promote and engage in asymptomatic testing, where available.

**Response to any infection**

You must always:

10. Promote and engage with the NHS Test and Trace process.
11. Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
12. Contain any outbreak by following local health protection team advice.

<b>What are the hazards?</b>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b> List the control measures already in place	<b>What is the risk rating – H, M, L?</b> See section 5	<b>What further action, if any, is necessary, if so what action is to be taken by whom and by when?</b>	<b>Action Completed</b> State the date completed and sign.	<b>What is the risk rating now – H, M, L?</b> See Section 5
Prevention  Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Pupils, staff, visitors, all stakeholders  Everyone on site.	Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a> , or have tested positive in at least the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).  If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or	H	If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. A window will be opened for ventilation. If it is not possible to isolate the student, they will be kept in an area which is at least 2 metres away from other people and well ventilated.  If the student needs to go to the bathroom while waiting to be collected, they should use a separate	Ongoing	M

<p>Essential measures include:</p> <p>a requirement that people who are ill stay at home</p> <p>robust hand and respiratory hygiene</p> <p>enhanced cleaning and ventilation arrangements</p> <p>active engagement with NHS Test and Trace</p> <p>formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable</p>		<p>change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>, which sets out that they should self-isolate for a minimum of 10 days up to 14 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 14-day isolation period from the day they develop symptoms. If a positive test is confirmed a 10-day isolation period will need to be followed.</p>		<p>bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>response to any infection:</p> <p>Engage with the NHS Test and Trace process</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>Contain any outbreak by following local health protection team advice</p> <p>Any member of staff who has provided close contact care to someone with symptoms, even while</p>		
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			<p>wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• the symptomatic person subsequently tests positive</li> <li>• they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <p>grouping children together          avoiding contact between groups          arranging classrooms with forward facing desks          staff maintaining distance from pupils</p>		
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				and other staff as much as possible		
<b>Where recommended, use of face coverings in schools.</b>	<p>Pupils, staff, visitors, all stakeholders</p> <p>Everyone on site.</p>	<p><b>Local restriction tiers: high alert or very high alert</b></p> <p>When an area moves to local restriction tiers: high alert or very high alert, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <p>In the event of an area moving into local restriction tier: high alert or very high alert, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p>Safe wearing and removal of face coverings: Training has been sent to all staff members.</p>	M	<p>Where local restrictions apply</p> <p>In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</p> <p>In the event of new local restrictions being imposed, schools will communicate quickly and clearly to staff, parents, students that the new arrangements require the use of face coverings in certain circumstances.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Students must be instructed not to</p>	Ongoing	L

		<p>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p>The government is not recommending</p>		<p>touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.</p>		
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		<p>universal use of face coverings in all schools.</p> <p>CCHS when not under specific local restriction measures will have the discretion to require face coverings for students, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Face coverings may be requested to be used in certain classrooms or for certain activities where social distancing cannot be maintained where the layout of the classroom makes it difficult to maintain social distancing. For example, ICT rooms, specialist rooms.</p> <p>We are not requesting face coverings are worn around corridors as these will be in students bubbles and are deemed low risk due to staggered times.</p>				
<p><b>Clean hands thoroughly more often than usual.</b></p>	<p>Pupils, staff, visitors, all stakeholders</p> <p>Everyone on site.</p>	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. We will ensure that Students clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough</p>	<p>M</p>	<p>Regular checks and cleaning of stations.</p> <p>Supply of sanitiser available at all federation schools</p>	<p>Ongoing</p>	<p>L</p>

		<p>hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <p>The school has added extra hand washing stations and there are sanitiser stations in each classroom and at all entrances to the school, where staff will direct the students to wash/sanitise their hands regularly</p> <p>supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</p> <p>We are building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</p>				
<p><b>Ensure good respiratory hygiene by promoting the 'catch it, bin it,</b></p>	<p>Pupils, staff, visitors, all stakeholders</p> <p>Everyone on</p>	<p>The 'catch it, bin it, kill it' approach continues to be very important, so we will ensure that there are enough tissues and bins available in the school to support pupils and staff to follow this</p>	<p>M</p>	<p>Regular cleaning and replenishing of stocks throughout the school day.</p> <p>The e-Bug coronavirus (COVID-19) website contains free resources for</p>	<p>Ongoing</p>	<p>L</p>

<p><b>kill it' approach.</b></p>	<p>site.</p>	<p>routine. As with hand cleaning, all federation schools will ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p>		<p>schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Catch it bin it kill it signs are located across the federation sites and displayed in all key areas.</p>		
<p><b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</b></p>	<p>Pupils, staff, visitors, all stakeholders</p> <p>Everyone on site.</p>	<p>The federation has put together a thorough cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <p>More frequent cleaning of rooms and shared areas that are used by different groups</p> <p>Frequently touched surfaces being cleaned more often than normal</p> <p>Toilets will need to be cleaned regularly and students will be encouraged to clean their hands thoroughly after using</p>	<p>H</p>	<p>A cleaning schedule is in place with all cleaners having enhanced cleaning equipment to clean all services in the area, including soft furnishings.</p> <p>A recognised cleaning agent is used in all federation schools on an ongoing basis to thoroughly deep clean all areas.</p>	<p>Ongoing</p>	<p>M</p>

		the toilet.				
<b>Minimise contact between individuals and maintain social distancing wherever possible.</b>	<p>Pupils, staff, visitors, all stakeholders</p> <p>Everyone on site.</p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19).</p> <p>The federations are undertaking all actions possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The federations main principle is to work in learning bubbles and the reduce the number of contacts between children and staff. This will be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>children's ability to distance</li> <li>the lay out of the school</li> <li>the feasibility of keeping distinct groups separate while offering a broad curriculum especially at CCHS.</li> </ul> <p>It is likely that for younger children the emphasis will be on separating groups</p>	H	<p>Consistent groups reduce the risk of transmission by limiting the number of students and staff in contact with each other to only those within the group.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible. However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools but is particularly difficult in secondary schools.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of</p>	Ongoing	M

		<p>and for older children, it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their students, where practicable this will always be 2 meters or over, where this cannot be achieved we will implement the use of PPE for staff members. Other measures include staying at the front of the class, and away from their colleagues where possible. We know that this is not always possible, particularly when working with younger children, but it is our aim to ensure we can do this when circumstances allow. All staff members should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p>		<p>curriculum subjects, we may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>We will be reviewing all working requirements throughout the term.</p> <p>In CCHS the groups will be the size of a half year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching.</p> <p>Maintaining a distance between people while inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that</p>		
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		<p>We will make small adaptations to the classroom to support distancing where possible. This will include seating Students side by side and facing forwards, rather than face to face or side on, and may include moving unnecessary furniture out of classrooms to make more space.</p>	<p>will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups.</p> <p>All the schools have made adaptations to the classroom to support distancing where possible. This includes seating pupils side by</p>		
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				<p>side and facing forwards, rather than face to face or side on, and the use of screens and moving unnecessary furniture out of classrooms to make more space.</p> <p>The schools have also planned how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms is minimised, although staff still have a break of a reasonable length during the day.</p>		
<p><b>Where necessary, wear appropriate personal protective equipment (PPE).</b></p>	<p>Pupils, staff, visitors, all stakeholders</p> <p>Everyone on site.</p>	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <p>Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained.</p> <p>Where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used</p> <p>Always where 2 metres can not be</p>	<p>H</p>	<p>We will implement PPE for staff members in specialised classroom areas, where social distancing cannot be implemented.</p> <p>Areas such as transport and First Aid, PPE is mandatory for federation staff.</p> <p>We will implement PPE for staff members who work closely with students (under 2 metres)</p> <p>The schools will provide recognised PPE training, equipment and guidance for all staff members.</p> <p>Revised Definition of close contacts:</p>	<p>Ongoing</p>	<p>M</p>

		maintained		<p>Close contacts are anyone in contact with a confirmed case during the infectious period, in the following circumstances:</p> <p>a. Household contact.</p> <p>b. Direct contact:</p> <ul style="list-style-type: none"> <li>• Face to face contact within one metre for any duration;</li> <li>• Skin to skin contact;</li> <li>• Someone the case coughed on;</li> <li>• Any contact within one metre for more than one minute.</li> </ul> <p>c. Proximity contact:</p> <ul style="list-style-type: none"> <li>• Within one to two metres on one or more occasions during a single day for a total duration of more than 15 minutes; or</li> <li>• Travelling in a car or other small vehicle or close to the case on a bus, train, plane.</li> </ul>		
<b>Keeping occupied spaces</b>	Pupils, staff, visitors, all	It is important to ensure the Federation schools are well ventilated and a	M	Research shows that being in a room with fresh air can reduce the risk of	Ongoing	M

<p><b>well ventilated</b></p>	<p>stakeholders  Everyone on site.</p>	<p>comfortable teaching environment is maintained.</p> <p>This will be achieved by a variety of measures including:</p> <p>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</p> <p>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <p>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p>		<p>infection from particles by over 70%.</p> <p>A training film has been issued to all staff as part of the ‘Hands. Face. Space’ campaign which urges public to adopt simple health behaviours to help reduce the risk of the virus spreading</p> <p>Research shows that being in a room with fresh air can reduce your risk of infection from particles by over 70%, as fresh air dilutes the particles.</p> <p>As we spend more time indoors, experts are recommending that people either:</p> <p>open windows for short, sharp bursts of 10 to 15 minutes regularly throughout the day leave windows open a small amount continuously This is to remove any infected particles lingering in the room.</p> <p>Additionally, it is advised that any household systems that use outdoor air, including kitchen or bathroom extractor fans, are used correctly and regularly as an additional method to remove infected particles.</p>		
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<p><b>Engage with the NHS Test and Trace process.</b></p>	<p>Pupils, staff, visitors, all stakeholders</p> <p>Everyone on site.</p>	<p>The Federation schools will ensure we understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. We will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <p>Book a test if they or their child are displaying symptoms. Staff and students must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</p> <p>provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</p> <p>self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</p> <p>Anyone who displays symptoms of</p>	<p>H</p>	<p>The federation have been provided with testing kits which may be implemented after further advice from the DfE.</p> <p>If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.</p> <p>If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became</p>	<p>Ongoing</p>	<p>L</p>
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		<p>coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>		<p>ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.</p>		
<p><b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community.</b></p>	<p>Pupils, staff, visitors, all stakeholders  Everyone on site.</p>	<p>The Federation schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. This is where the learning bubble will support reducing the transference.</p>	<p>H</p>	<p>Contain any outbreak by following local health protection team advice</p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</p> <p>As the Federation are implementing controls from this list, addressing the risks they have identified and</p>	<p>Ongoing</p>	<p>H</p>

	<p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</p> <p>Close contact means:</p> <p>Close contacts are anyone in contact with a confirmed case during the infectious period, in the following circumstances:</p> <ul style="list-style-type: none"> <li>a. Household contact.</li> <li>b. Direct contact:             <ul style="list-style-type: none"> <li>• Face to face contact within one metre for any duration;</li> <li>• Skin to skin contact;</li> <li>• Someone the case coughed on;</li> <li>• Any contact within one metre for more than one minute.</li> </ul> </li> <li>c. Proximity contact:             <ul style="list-style-type: none"> <li>• Within one to two metres on</li> </ul> </li> </ul>		<p>therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>		
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		<p>one or more occasions during a single day for a total duration of more than 15 minutes; or</p> <ul style="list-style-type: none"> <li>• Travelling in a car or other small vehicle or close to the case on a bus, train, plane.</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <p>if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation</p>				
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		<p>period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</p> <p>if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</p> <p>We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>In the event that a parent or guardian insists on a child attending school, We can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public</p>				
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		health advice.				
<b>Measures for arriving at and leaving school</b>	Pupils, staff, visitors, all stakeholders  Everyone on site.	We have staggered starts and adjusted finish times to keep groups apart as they arrive and leave school. Staggered start and finish times will on most occasions, not reduce the amount of overall teaching time.  Parents have been asked not to enter the school site and to drop off and collect only at the school gates, coming onto the site without an appointment is not allowed.	H	To be reviewed at ongoing intervals.	Ongoing	L
<b>General requirements</b>  Exposure to COVID-19  The virus is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the	Pupils, staff, visitors, all stakeholders  Everyone on site.  General transmission may occur: Through close contact between colleagues, pupils and visitors and touching	<ul style="list-style-type: none"> <li>• Anyone with COVID-19 symptoms or who have someone in their household who does is informed not to attend school.</li> <li>• Anyone developing COVID-19 symptoms during the school day is sent home and procedures followed to manage transmission risks</li> <li>• Control measures in place for clinically vulnerable staff and pupils.</li> <li>• Wellbeing support in place for staff and pupils.</li> <li>• Active engagement with NHS Test and Trace service.</li> <li>• Aware of LA Local Outbreak</li> </ul>	H	<ul style="list-style-type: none"> <li>• Follow usual absence procedures Calls to line manager if self-isolating or living with vulnerable person.</li> <li>• Individual risk assessments carried out for staff and students at higher risk and those who exit shielding from 1st Aug.</li> <li>• Team stress risk assessment to be undertaken on return.</li> <li>• COSHH assessment for hand sanitiser and cleaning materials undertaken.</li> <li>• cleaning schedules in place</li> </ul>	Ongoing	H

<p>hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).</p>	<p>contaminated surfaces.</p>	<p>Control Plans.</p> <ul style="list-style-type: none"> <li>• Grouping pupils together and avoiding contact between groups</li> <li>• Social distancing maintained wherever possible between all adults on site.</li> <li>• Reminders for continued hygiene.</li> <li>• Posters around site to communicate and direct, issue key information.</li> <li>• PPE (gloves and face masks are available for all staff upon request)</li> <li>• PPE will be mandatory for staff considered higher risk or working in higher risk areas, i.e. Transport, First Aid.</li> <li>• Activity risk assessments are in place separately.</li> <li>• Staff aware support is available for any mental health issues.</li> </ul>		<p>throughout the day.</p> <ul style="list-style-type: none"> <li>• Signage used to promote hygiene (respiratory and hand) and social distancing throughout schools.</li> <li>• Regular review of stocks of soap, hand sanitiser, tissues.</li> <li>• Bins on site, emptied daily.</li> <li>• PPE bins available on site for safe disposal.</li> <li>• Review team stress risk assessment.</li> <li>• Record kept for 21 days of visitors to site.</li> <li>• Record of staff and pupils in groups.</li> <li>• Follow local health protection team advice.</li> <li>• Encourage staff and parents to engage with Test and Trace process and inform them immediately of the results of a test.</li> <li>• Minimise the number of contacts between staff and pupils</li> <li>• Review COSHH assessment for hand sanitiser and cleaning materials.</li> <li>• Cleaning schedules to include</li> </ul>		
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				<ul style="list-style-type: none"> <li>more frequent cleaning of rooms/shared areas used by different groups.</li> <li>Signage used to promote hygiene and social distancing.</li> <li>Review stocks of soap, hand sanitiser and number of hand sanitiser stations, tissues.</li> <li>Consider if skin friendly skin cleaning wipes are needed for younger children and pupils with complex needs.</li> <li>Review bins consider replacing with foot operated.</li> <li>Consider publishing risk assessment on school website.</li> <li></li> </ul>		
<p><b>Prevention</b></p> <p>Exposure to COVID-19</p> <p>The virus is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be</p>	<p>Students, staff, visitors, all stakeholders</p>	<ul style="list-style-type: none"> <li>Daily Communication to students and staff.</li> <li>Students remain within year group bubbles and sit in form group bubbles for lunch.</li> <li>Daily review held by SLT</li> <li>Reduced contact situations in place.</li> <li>Enforced regular handwashing and improved hygiene for pupils.</li> <li>Social distancing guidelines adhered to.</li> <li>Visitors &amp; Guests limited to site by appointment only.</li> </ul>	H	<p>Where staff or students display symptoms isolate in school, isolated in specific location with staff in PPE call parents to collect, send home. Deeper clean of areas used.</p>	Ongoing	H

<p>transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).</p>		<ul style="list-style-type: none"> <li>• Deliveries not signed for and to be left in reception.</li> <li>• Sanitizing &amp; Cleaning undertaken daily.</li> </ul>				
<p><b>Mitigate / Delay</b></p>	<p>Students, staff, cleaners</p>	<ul style="list-style-type: none"> <li>• Follow Public Health advice.</li> <li>• Deep clean of all areas throughout day.</li> <li>• Lunch and breaks are in year group bubbles</li> <li>• PPE provided to staff where required.</li> </ul>	<p>H</p>	<p>Where staff or students display symptoms isolate in school, isolated in specific location with staff in PPE call parents to collect, send home. Deeper clean of areas used.</p>	<p>Ongoing</p>	<p>H</p>
<p><b>Containment</b></p> <p>Exposure to COVID-19</p> <p>The virus is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking</p>	<p>Students, staff, visitors, all stakeholders</p>	<p><i>General</i></p> <ul style="list-style-type: none"> <li>• Social distancing ratios adhered to where practicable.</li> <li>• Reduction of visitors to site</li> <li>• Staff self-isolation</li> <li>• One-way system around sites</li> <li>• Signage around school</li> <li>• Sanitiser stations located in entrances and key areas around the school.</li> </ul>	<p>H</p>	<p>Staff to follow absence procedure with any confirmed cases amongst staff reportable under RIDDOR.</p> <p>Staff to receive infection control training.</p> <p>Vulnerable pupils to be assessed by pastoral members of staff to see what support may be required.</p>	<p>Ongoing</p>	<p>M</p>

<p>and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).</p>		<ul style="list-style-type: none"> <li>• Pupils kept within 'bubble'.</li> <li>• Any signs of symptoms student/staff member isolated and removed from school.</li> <li>• Individual risk assessments for all staff where requested.</li> <li>• Parents of vulnerable students to receive a phone call to ensure arrangements and needs are met</li> </ul>				
<p><b>What are the hazards?</b></p>	<p><b>Who might be harmed and how?</b></p>	<p><b>What are you already doing?</b> List the control measures already in place</p>	<p><b>What is the risk rating – H, M, L?</b> See section 5</p>	<p><b>What further action, if any, is necessary, if so what action is to be taken by whom and by when?</b></p>	<p><b>Action Completed</b> State the date completed and sign.</p>	<p><b>What is the risk rating now – H, M, L?</b> See Section 5</p>
<p><b>Lessons</b></p> <p><i>Class or group sizes we know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each</i></p>	<p>Students, staff.</p>	<p><b>Bilbrook Middle School</b></p> <p>The leaning zones will be split with limited student numbers in each zone. These bubbles will not cross paths during the day as each has different room and entrance/exit to site. The students to have different breaks and lunch in their area then have time outdoors within social distancing guidelines.</p>	<p>H</p>	<p>If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Desks will be spaced as far apart as possible.</p> <p>Avoiding contact with anyone with symptoms, frequent hand cleaning and good respiratory hygiene practices.</p>	<p>Ongoing</p>	<p>M</p>

<p><i>other and staff. In deciding to bring more children back to schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:</i></p> <p><i>Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.</i></p>		<p>Start and end of the day will have staff and signage around to support parents and student.</p> <p>Cleaning will be ongoing throughout the day. Students will be reminded to sanitise hands and use wash stations regularly.</p> <p>It is recommended that staff limit handing out and collecting documentation where possible. However where necessary the paper should be in the room for 48 hours, then thorough hygiene procedures carried out by staff member. Sanitise hands before and after handling, do not touch face etc. The handed in work should be quarantined before being handed back out, paper for 48 hours plastic coverings 72 hours.</p> <p>See in-depth Bilbrook return document.</p> <p><b>Codsall High School</b></p> <p>See in-depth return document</p> <p><b>Perton Middle School</b></p> <p>Each group will have individual breaks</p>		<p>Regular cleaning of settings minimising contact and mixing It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.</p> <p>Codsall High School</p> <p>Teachers won't teach in just one classroom. Instead they will move to small rooms when they have small groups and large rooms when they have large groups so that students can be socially distanced.</p> <p>Pupils won't be able to share textbooks with someone in the same group or in another. Instead teachers will show tasks using their projector, issue books to students so they can keep them in their bag or use worksheets. Pupils will be provided with folders to store work where teachers are using write-on worksheets.</p>		
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<p><i>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</i></p>		<p>and lunch</p> <p>See Perton return document.</p> <p><b>Key Measures</b></p> <ul style="list-style-type: none"> <li>• Students entering through own entrance.</li> <li>• Students kept in bubbles.</li> <li>• Times of day staggered to manage numbers.</li> <li>• Signage throughout advising of social distancing.</li> <li>• Physical change to classrooms to seat student and staff member in.</li> <li>• Sanitiser stations around schools.</li> <li>• Students to be reminded of hygiene measures to take.</li> <li>• Extra wash stations around schools.</li> <li>• Staff to receive training on infection control.</li> <li>• Regular communication.</li> <li>• Cleaning schedule in place throughout the day.</li> </ul>		<p>Teachers will clean their hands thoroughly before putting worksheets or equipment on students' tables, which they will do before students enter the class.</p> <p>Pupils won't be able to share equipment with someone in the same group or in another within it being cleaned. Instead parents or teachers will provide basic equipment for students to keep. Technicians will clean non-basic equipment after use by one student before it is used by another if this is within a week. Where a teacher provides basic equipment to a student (e.g. a pen) they should ask the student to put it an envelope with the day of the week written on it so it is not issued to another student that week or ask the student to clean it on return.</p> <p>Teachers won't be able to circulate around the classroom. Instead they will use "I do, we do, you do" to clearly model how to complete tasks and use no-hands up questioning to ensure all students can complete the tasks before they start. They will also use models and anti-models so students can assess themselves and</p>		
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			<p>act on their feedback at the point of learning.</p> <p>Teachers will ask students to put work to be marked (milestones) in a cardboard box on their way out of the classroom and they will leave this for 72 hours before they mark it. This box will be taken out by the caretakers at the end of the day if clearly marked, and then placed in a holding room for each teaching zone, please assign the nearest room for it to be stored safely. The rooms the books will be in are as follows:</p> <p>T Corridor – Old Pastoral Office  M Corridor Upper – Maths Office  M Corridor Lower – Exam Office  S Corridor – Room next to E14  E Corridor – Area in Reprographics  H Corridor – New photocopier room  6th Form – Office opposite S Page</p> <p>Caretaking staff will be available to support you retrieving books or taking to a room you require.</p> <p>Paper is deemed low risk in terms of transmission but can live for up to 72 hours on surfaces like plastic, so the plastic covers will need to be</p>		
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				sprayed/wiped down.		
<p><b>Movement around school</b></p> <p><i>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</i></p>	<p>Students, staff,</p>	<p>All schools time staggered for start of day, break, lunchtime and end of day to allow for social distancing, Hygiene breaks, regular cleaning and to limit movement around corridors.</p> <p>Signage and 2 m social distancing signage on floor all around schools.</p> <p>Classrooms and all other spaces physically set up with distanced chairs and tables where practicable.</p> <p><i>Bilbrook</i></p> <p>Students kept in limited areas with same teaching staff and students. No mixing with other bubbles.</p> <p><i>Codsall High School</i></p> <p>One-way system signposted around school. Staggered start and finish times.</p> <p>Perton Middle School</p> <p>One-way system signposted around school. At no times will the different groups meet due to staggered start and</p>	<p>H</p>	<p>Limited visitors to be allowed on-site during the school day only for essential partnership working.</p> <p>Review fire safety procedures to ensure that any measures put in place do not compromise evacuation routes.</p> <ul style="list-style-type: none"> <li>•Ensure pupil groups and social distancing maintained during fire drills. NOTE: in an emergency social distancing may not apply at all times.</li> <li>•Ensure increased ventilation measures do not compromise pupil or staff safety.</li> <li>•Discuss transport arrangements with providers, LA and parents this is ongoing</li> <li>•Arrange times that visitors, suppliers, contractors, external partners are on site to minimise numbers on site at any one time after the school day.</li> <li>•Inform parents of arrangements for drop off and collection procedures to reduce adult to adult contact.</li> <li>• minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in</li> </ul>	<p>Ongoing</p>	<p>M</p>

		<p>finish times.</p> <p>Limited chance of contact during transitory periods.</p> <ul style="list-style-type: none"> <li>• One-way circulation routes in buildings and communicated appropriately to staff and pupil.</li> <li>• Timetable and use of classrooms reviewed to reduce movement around the building.</li> <li>• Accessing rooms from outside.</li> <li>• Organising classrooms and other rooms used for learning to maintain space between seats and desks.</li> <li>• Unnecessary items and those items hard to clean removed from classrooms and learning environments.</li> <li>• Thorough cleaning of rooms at end of the day.</li> <li>• Ventilation in the building maximised by opening windows, doors or using ventilation units.</li> <li>• Transport arrangements and plans revised.</li> <li>• Visitors on site limited and access to building controlled.</li> </ul> <p>For frequently touched surfaces, such as door ways, wedges are used on doors in corridors, classroom doors</p>		<p>their household who does, do not attend childcare settings, schools or colleges</p> <ul style="list-style-type: none"> <li>• cleaning hands more often than usual – wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>• ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</li> <li>• cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</li> <li>• minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).</li> </ul>		
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		<p>opened by the member of staff and propped open until all the students have entered and other doors left open where they can be to reduce touching.</p> <p>Other bannisters and surfaces are wiped down regularly through the day.</p>				
<b>What are the hazards?</b>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b> List the control measures already in place	<b>What is the risk rating – H, M, L?</b> See section 5	<b>What further action, if any, is necessary, if so what action is to be taken by whom and by when?</b>	<b>Action Completed</b> State the date completed and sign.	<b>What is the risk rating now – H, M, L?</b> See Section 5
<b>Activities</b>	Students, Staff.	Normal risk assessments in place under schools H&S folders. Guidance to be followed for specific activities from appropriate bodies i.e Cleapps and Sport England.	H	Covid19 risk assessment to cover general risk assessments	Ongoing	M
<b>Cleaning</b>	Students, Staff	<ul style="list-style-type: none"> <li>cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people</li> <li>wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished</li> </ul>	H	<ul style="list-style-type: none"> <li>Cleaning programme staffed all day in place.</li> <li>Cleaning products in place to clean all services including soft fabrics.</li> <li>Deep cleans to be undertaken every evening.</li> <li>Regular communication for students to follow hygiene recommendations.</li> <li>All classroom has antibacterial wipes to wipe down after use.</li> </ul>	Ongoing	M

		<ul style="list-style-type: none"> <li>• using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles</li> <li>• if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron</li> <li>• wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning</li> <li>• Experience of new coronaviruses (SARS-CoV and MERS-CoV) has been used to inform this guidance. The risk of infection depends on many factors, including:             <ul style="list-style-type: none"> <li>• the type of surfaces contaminated</li> <li>• the amount of virus shed from the individual</li> <li>• the time the individual spent in the setting</li> <li>• the time since the individual was last in the setting</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Classrooms where a change of learning bubble to be cleaned between groups.</li> </ul>		
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		<ul style="list-style-type: none"> <li>The infection risk from coronavirus (COVID-19) following contamination of the environment decreases over time. It is not yet clear at what point there is no risk. However, studies of other viruses in the same family suggest that, in most circumstances, the risk is likely to be reduced significantly after 72 hours.</li> </ul>				
<b>Toilet Breaks / Hygiene / Handwashing</b>	Students, staff.	<ul style="list-style-type: none"> <li>Reduced occupancy</li> <li>Soap in all toilets and topped up each day.</li> <li>Bins</li> <li>Sanitiser</li> <li>Paper towels</li> <li>Hand dryers taken out of use</li> <li>Limited numbers at all times</li> <li>Signage in all toilets for hygiene</li> <li>Social distancing adhered to in toilets, physical signage and barriers at urinals</li> </ul>	H	<p>All toilets monitored at break and lunchtimes to ensure social distancing adhered to.</p> <p>Extra handwashing and sanitising stations around all schools to ensure all students have access to facility.</p> <p>Staff to remind of need for extra hygiene and regular hand washing throughout the day.</p> <p>Regular cleaning programme throughout the day for toilet facilities.</p>	Ongoing	M
<b>What are the hazards?</b>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b> List the control measures already in place	<b>What is the risk rating – H, M, L?</b> See section 5	<b>What further action, if any, is necessary, if so what action is to be taken by whom and by when?</b>	<b>Action Completed</b> State the date completed and	<b>What is the risk rating now – H, M, L?</b>

					sign.	See Section 5
<b>Sanitiser</b>	Students, staff,	<ul style="list-style-type: none"> <li>Stations located around school</li> <li>Regular communication to students to use sanitiser.</li> </ul>	M	<p>Over 60% alcohol based</p> <p>Children displaying signs of allergic reaction to hand sanitiser provided, will be asked to clean hands at the stations provided</p> <p>COSHH assessment undertaken on sanitiser delivered.</p> <p>Staff members to make team aware of any specialist requirements due to allergy.</p>	Ongoing	L
<b>PPE</b>	Students, staff,	<p>Students will be asked to wear a face mask on transport arranged by the federation to protect themselves and staff members.</p> <p>Staff will be in full PPE and the bus deep cleaned regularly.</p> <p>For first aid a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk</p>	H	<p>Disposal of PPE</p> <p>In recognised bins end of day. This is then kept quarantined for 72 hours then placed in skip.</p> <p>Students will be allowed to attend school in PPE if appropriate. If not, appropriate PPE will be provided for that day.</p> <p>Kitchen staff and any other staff members who come into regular close contact with other colleagues will be asked to wear PPE at all times.</p>	Ongoing	M

		<p>assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>Where staff routinely work with students within the 2m guidance PPE should always be worn.</p>				
<p><b>Catering</b></p> <p><b>Lunch / Break</b></p> <p>Use outside space:</p> <p>for exercise and breaks for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff although outdoor equipment should not be used unless the setting is able</p>	<p>Students, staff,</p>	<ul style="list-style-type: none"> <li>• Students to have set tables and eat within their 'bubble'.</li> <li>• Food will be ordered online and be ready in the area ready for lunch break.</li> <li>• Bins will be provided to clear tables at end of lunch</li> <li>• Social distancing to be supervised by lunchtime supervisors</li> <li>• Area to be deep cleaned between sittings and at end of lunchtime</li> <li>• Students to sit with the same bubble every day.</li> <li>• Students will be allowed to leave premises to have lunch.</li> <li>• There will not be a queue for food items at any time.</li> <li>• No cash handling to be undertaken in any circumstances. This will be reviewed with the introduction of parent pay.</li> </ul>	<p>H</p>	<ul style="list-style-type: none"> <li>• DfE food guidelines adhered to</li> <li>• Social distancing guides located in the kitchen work areas.</li> <li>• All staff to wear PPE as mandatory in the kitchen work areas.</li> <li>• All lunchtime supervisors to wear PPE during lunch breaks</li> <li>• Reopening checks undertaken</li> <li>• Kitchens prior deep clean</li> <li>• Signage will be in kitchen for staff</li> <li>• One-way track around the kitchen</li> <li>• Waste bins located around sites for PPE</li> <li>• School kitchens to comply with the government's guidance for food businesses on coronavirus (COVID-19).</li> </ul>	<p>Ongoing</p>	<p>M</p>

<p>to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.</p>						
<p><b>Transport</b></p>	<p>Students, staff,</p>	<p>Perton (from Pattingham)</p> <p>SCC transport will provide an updated policy and risk assessment for transport into school. This will abide by social distancing rules.</p> <p>Codsall High</p> <p>Transport provided by CCHS will be in the students learning bubble and constant group of children.</p> <p>All students will be given face coverings for the journey and staff members will have full PPE for each journey. A member of staff will meet pupils at the bus station to give out. No pupil will be allowed onto the buses without wearing the PPE provided.</p> <p>Signage in minibuses to raise awareness</p>	<p>H</p>	<p>Staff to meet and greet at school gates and supervise spacing on the coach.</p> <p>Students in taxis, will receive guidance from SCC transport.</p> <p>SCC transport will provide a procedure and Risk Assessment</p> <ul style="list-style-type: none"> <li>• Start and finish times reviewed to keep groups apart as they arrive and leave school and to reduce demand on public transport at peak times.</li> <li>• Dedicated school transport arrangements and plans revised.</li> <li>• Parents, staff and pupils encouraged to walk or cycle to school.</li> <li>• Process in place for removing face coverings when staff and pupils who use them arrive at school.</li> </ul>	<p>Ongoing</p>	<p>M</p>

		<p>Organised waiting areas within bubbles is arranged.</p> <p>Mini-buses will be deep cleaned after each journey, this will be taken into consideration for staggered start times.</p> <p>Through ventilation, fresh air from outside the vehicles is maximised, particularly through open windows.</p> <p>There will be a social distanced waiting area at the start and end of each day for the bubbles, this will minimise contact through the staggered start times and avoid any queues for students.</p>		<ul style="list-style-type: none"> <li>• Discuss transport arrangements with providers, LA and parents including considering the use of face coverings for pupils over the age of 11.</li> <li>• Inform parents of arrangements for drop off and collection procedures to reduce adult to adult contact.</li> <li>• Review of cycle storage facilities.</li> <li>• Review arrangements for parents to “drop off” pupils.</li> </ul>		
<b>Personal / Intimate Care</b>	Staff and pupils. Transmission may occur when providing personal or intimate care	<ul style="list-style-type: none"> <li>• PPE provided (such as disposable gloves, disposable apron and face visor)</li> <li>• Hand washing after providing care.</li> </ul>	H	Staff providing personal or intimate care instructed on the safe “donning and doffing” of PPE. Review personal care plans to assess PPE requirements based on individual circumstances.	Ongoing	L
<b>Attendance</b>	Students	It is vital for all children to attend school to minimise, as far as possible, the longer-term impact of the pandemic on children’s education, wellbeing and wider development.	M	Self-isolation and shielding A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:  they have had symptoms or a positive	Ongoing	L

		<p>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance has therefore been mandatory from the beginning of the autumn term. This means from that point, the usual rules on school attendance apply, including:</p> <p>parents' duty to secure their child's attendance regularly at school (where the child is a registered pupil at school and they are of compulsory school age)</p> <p>schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</p>	<p>test result themselves</p> <p>they live with someone that has symptoms or has tested positive and are a household contact</p> <p>they are a close contact of someone who has coronavirus (COVID-19)</p> <p>More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Far fewer children should remain in the clinically extremely vulnerable group in the future following their routine discussions with their clinician.</p> <p>The advice for pupils who remain in the clinically extremely vulnerable group is that they should return to school from 2 December, at all local restriction tiers, unless they are one of the very small number of pupils or students under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting.</p> <p>The government may reintroduce more restrictive formal shielding</p>		
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			<p>measures for the clinically extremely vulnerable, in the worst affected areas, based on advice from the Chief Medical Officer. This will only apply to some areas in tier 3: very high alert, and the government will write to families separately to inform them if clinically extremely vulnerable children are advised to shield and not attend school.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.</p> <p>Pupils and families who are anxious about attending school All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about attending school and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer formally advised, those living in households where someone is clinically vulnerable or extremely vulnerable, or those</p>		
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				<p>concerned about the possible increased risks from coronavirus (COVID-19), including those from black, Asian and minority ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with possible risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p>		
<b>Remote education expectations</b>	Students, staff,	Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically	L	<p>All federation students have access to a high quality well planned and sequenced virtual curriculum,</p> <p>The federation will ensure pupils are supported and have access to online learning.</p>	Ongoing	L

		<p>unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.</p>		<p>For CCHS if 10 percent of the class are isolating we deliver online live teaching via online learning.</p> <p>And where less than 10% teachers set high quality work for students to undertake at home.</p> <p>primary: 3 hours a day, on average, across the school cohort</p> <p>secondary: 4 hours a day, with more for pupils working towards formal qualifications this year, all schools at the Federation students are expected to complete a minimum of 5 hours a day, plus homework setting.</p>		
<p><b>Staff who are clinically extremely vulnerable</b></p>	<p>Staff</p>	<p>Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.</p> <p>All staff can continue to attend school in all three local restriction</p>		<p>or those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.</p> <p>All staff can continue to attend school in all three local restriction tiers.</p>		

		<p>tiers.</p> <p>Under local restriction tier 3: very high alert, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in some local areas in tier 3: very high alert where this has been advised by the Chief Medical Officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.</p> <p>Further guidance to the clinically extremely vulnerable is available.</p>		<p>Under local restriction tier 3: very high alert, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in some local areas in tier 3: very high alert where this has been advised by the Chief Medical Officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.</p> <p>Further guidance to the clinically extremely vulnerable is available.</p>		
<p><b>Staff who are clinically vulnerable</b></p>	<p>Students, staff,</p>	<p>Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care</p>		<p>Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory</p>		

		<p>to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p>		<p>hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p>		
<p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p>	<p>Staff Members</p>	<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at</p>	<p>M</p>	<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which</p>		<p>L</p>

		<p>different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>		<p>looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>		
<b>Safeguarding / Child Protection</b>	Students, Families.	<ul style="list-style-type: none"> <li>All child protection and safeguarding Policies to be adhered to.</li> </ul>	L	To be reviewed, all new starters to receive safeguarding training.	Ongoing	L
<b>What are the hazards?</b>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b> List the control measures already in place	<b>What is the risk rating – H, M, L?</b> See section 5	<b>What further action, if any, is necessary, if so what action is to be taken by whom and by when?</b>	<b>Action Completed</b> State the date completed and sign.	<b>What is the risk rating now – H, M, L?</b> See Section 5
<b>Fire</b>	Students, staff, visitors, all	<ul style="list-style-type: none"> <li>On hearing the School fire alarm, the following steps should be taken:</li> </ul>	M	New Coviv19 evacuation plan is in place for each school.	Ongoing	L

	<p>stakeholders</p>	<ul style="list-style-type: none"> <li>Please see individual fire procedure for each school.</li> </ul>				
<p><b>First Aid</b></p> <p>Exposure to COVID-19</p> <p>The virus is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).</p>	<p>Staff and casualty. Transmission may occur when providing First Aid</p> <p>Staff and casualty. Transmission may occur when providing First Aid</p>	<ul style="list-style-type: none"> <li>Wash/sanitise hands before and after treating a casualty.</li> <li>Wear disposable gloves, disposable apron, fluid resistant surgical mask and eye protection where there is a risk of respiratory droplets splashing into the eyes due to repeated coughing or vomit.</li> <li>When performing CPR phone an ambulance and use compression only CPR until the ambulance arrives. Wear PPE provided (such as disposable gloves, disposable apron). When directly treating people with symptoms of COVID-19 a fluid repellent surgical mask should be worn and eye protection may be needed where there is a risk of fluids entering the eyes due to repeated coughing, spitting or vomiting.</li> <li>If a decision is made to perform mouth-to-mouth ventilation, use a resuscitation face shield where available.</li> <li>First Aider on site each day</li> <li>Risk assessments for activities to</li> </ul>	<p>H</p>	<ul style="list-style-type: none"> <li>Review Assessment of First Aid Needs undertaken.</li> <li>First aiders instructed on the safe “donning and doffing” of PPE.</li> <li>Maintain stocks of PPE. Where this is not available contact Local</li> <li>Staff to receive training on infection control.</li> </ul>	<p>Ongoing</p>	<p>M</p>

		<ul style="list-style-type: none"> <li>be adhered to.</li> <li>Medical conditions for children to be held on site.</li> <li>Staff from all schools will have access to the ECHP and communicate any issues.</li> <li>.</li> </ul>				
<b>If staff member Diagnosed with Covid-19.</b>	Staff member	<ul style="list-style-type: none"> <li>Staff member to be isolated.</li> <li>Ongoing communication with member of staff</li> <li>Support services offered for wellbeing if required.</li> <li>Rota to allow for cover for students.</li> <li>Staff member to not come into school if displaying symptoms and notify school as appropriate.</li> </ul>	M	Report to Health & Safety Support given to school from H&S service. Implemented control measure Risk Assessment in place If confirmed report to HSE	Ongoing	M
<b>What are the hazards?</b>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b> List the control measures already in place	<b>What is the risk rating – H, M, L?</b> See section 5	<b>What further action, if any, is necessary, if so what action is to be taken by whom and by when?</b>	<b>Action Completed</b> State the date completed and sign.	<b>What is the risk rating now – H, M, L?</b> See Section 5
<b>Student/Staff member displays symptoms of COVID-19</b>  Exposure to COVID-19	Staff Transmission may occur when supervising pupils taken ill with symptoms of	<ul style="list-style-type: none"> <li>Increase ventilation in the room if possible.</li> <li>PPE provided for supervising adult:</li> <li>Fluid resistant surgical mask if a 2-metre distance cannot be maintained.</li> <li>Where contact with the pupil is needed: Fluid resistant surgical</li> </ul>	H	<ul style="list-style-type: none"> <li>Maintain stocks of PPE. Where this is not available contact Local Resilience Forum/LA.</li> <li>Supervising adult instructed on the safe “donning and doffing” of PPE.</li> <li>Consider using first aiders to supervise to reduce numbers of staff who need access to PPE.</li> </ul>	Ongoing	M

<p>The virus is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).</p>	<p>COVID-19 and need direct personal care until they return home.</p>	<p>mask, disposable gloves and disposable apron.</p> <ul style="list-style-type: none"> <li>• Isolated in specialist room</li> <li>• if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</li> <li>• Staff member to have full PPE to support student in room.</li> </ul>		<ul style="list-style-type: none"> <li>• Deep clean of facilities</li> <li>• If conformed case report to HSE</li> <li>• Advise other parents/carers in group to look out for symptoms and be aware confirmed case to minimise spread of infection.</li> </ul>		
<p><b>Staff who are pregnant</b></p>	<p>Staff Members</p>	<p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. The federation will conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).</p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Individual Risk Assessments to be undertaken.</li> <li>• Monitored every four weeks.</li> </ul>	<p>Ongoing</p>	<p>M</p>

		<p>The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</p>				
<p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p>	<p>Staff Members</p>	<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the</p>	<p>M</p>	<ul style="list-style-type: none"> <li>Individual Risk Assessments in place</li> </ul>	<p>Ongoing</p>	<p>M</p>

What are the hazards?	Who might be harmed and how?	What are you already doing? List the control measures already in place	What is the risk rating – H, M, L? See section 5	What further action, if any, is necessary, if so what action is to be taken by whom and by when?	Action Completed State the date completed and sign.	What is the risk rating now – H, M, L? See Section 5
<b>Uniforms</b>	Students & Staff	<ul style="list-style-type: none"> <li>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> <li>We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</li> </ul>	L	Increased ventilation may make school buildings cooler than usual over the winter months. While we wish to maintain the benefits of our uniform code, we will monitor allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform.	Ongoing	L
<b>Pupil wellbeing and support</b>	All students	<ul style="list-style-type: none"> <li>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school, others may have enjoyed being at home and</li> </ul>	H	<ul style="list-style-type: none"> <li>Pastoral staff to continually monitor</li> </ul>	Ongoing	M

		<p>be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <ul style="list-style-type: none"> <li>• The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.</li> <li>• The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</li> </ul>				
<p><b>Staffroom</b></p>		<ul style="list-style-type: none"> <li>• No cups, plates to be left around area, to be placed in dish washer or sink.</li> <li>• No books to be left in room</li> <li>• Anything left in room will be removed and placed in a quarantine area</li> <li>• Staffroom is set up as socially distanced. Do not move seating</li> </ul>	<p>H</p>	<ul style="list-style-type: none"> <li>• Bleach sprays and antibacterial wipes are available.</li> </ul>	<p>Ongoing</p>	<p>L</p>

		areas.				
<b>Restrictive Physical Intervention</b>	Staff members Students	<ul style="list-style-type: none"> <li>The federation will look at higher risk areas for these incidents.</li> <li>Students with history of RPI will not be attending schools and separate learning will take place.</li> </ul>	H	Strategies to calm and deescalate the situation will be taken by staff in the first instance. If no alternative action to be taken to restrain student.	Ongoing	M
<b>Exposure to COVID-19</b>  <b>The virus is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type,</b>	Staff and pupils  Transmission may occur during learning activities and behaviour management	<ul style="list-style-type: none"> <li>Consistent groups of pupils and staff.</li> <li>Timetabling to keep groups apart and minimise movement around school.</li> <li>Different groups kept apart where possible, assemblies or collective worship beamed to tutor rooms via Big Blue Button.</li> <li>Singing, wind and brass playing not to take place in large groups.</li> <li>Older pupils encouraged to keep their distance within groups.</li> <li>Limited interaction, sharing of rooms and social spaces between groups as much as possible.</li> <li>Staff keep their distance from students and other staff (ideally 2 metres from other staff) as much as possible.</li> <li>Sharing of stationary prevented.</li> <li>Shared resources – equipment cleaned frequently and between groups or rotated to allow them to</li> </ul>		<ul style="list-style-type: none"> <li>Staff to avoid face to face contact and minimise time spent within 1 metre of anyone.</li> <li>Staff and pupils provided with their own pens and pencils.</li> <li>Storage of rotated shared resources e.g. (sports, art and science equipment) for 48 hours (72 hours for plastics).</li> <li>Review behaviour management plans and procedures.</li> <li>Consider increased use of outside spaces for teaching and learning activities.</li> <li>Avoid holding events where groups of parents and friends would be present such as school shows.</li> <li>Rooms prepared for staff to leave books for 72 hours.</li> </ul>		

<p><b>its moisture content and temperature).</b></p>		<p>be left unused and out of reach.</p> <ul style="list-style-type: none"> <li>• Where possible actions taken for behaviour management will not involve touching a pupil.</li> <li>• Physical activity - Outdoor sports prioritised and contact sports avoided.</li> <li>• Instrumental Music lessons – group size limited to 15 and physical distancing in place with specific year groups bubbles at a time.</li> </ul>				
<p>Accountability expectations</p>		<ul style="list-style-type: none"> <li>•</li> </ul>				

4. Tick (✓) if any of the identified hazards relate to any of the following specific themes:

Hazardous Substance	Manual Handling	Display Screen Equip	Fire	Work Equip / Machinery	Stress	Individual Person such as Young Person New/ Expectant Mother or Service User
✓			✓		✓	✓

If any are ticked a specific risk assessment form must be completed separately. For example, a COSHH form must be completed if a hazardous substance is used.

**5. Risk Rating**

The risk rating is used to prioritise the action required. Deal with those hazards that are high risk first.

Risk Rating	Description	Action Priority
High	Where harm is certain or near certain to occur and/or major injury or ill-health could result	Urgent action

Medium	Where harm is possible to occur and/or serious injury could result e.g. off work for over 3 days	Medium priority
Low	Where harm is unlikely or seldom to occur and/or minor injury could result e.g. cuts, bruises, strain	No action or low priority action

## 6. Assessment

**Signature of Assessor(s):** Neil Eveson  
**Print Name:**

**Signature of Line Manager:** Alun Harding  
**Print Name:**

**Date Assessed:** 16<sup>th</sup> March 2021

**Review Date:** April 2021

## 7. Communication and Review

This risk assessment should be communicated to all employees and relevant persons who may come into contact with the hazards being assessed. The assessment must be reviewed annually or following a significant change, accident or violent incident.

*On school shared area.*

*Discussion with all school staff.*

*On School website*